

30 OCT 1972

MEMORANDUM FOR: Deputy Director of Training

Rod:

You have probably heard the old story about the man who had a reputation for training mules. He trained them with kindness. An owner of a mule much in need of training heard of the man and took the recalcitrant animal for training. The trainer picked up a piece of two-by-four about six feet long and, with full force, hit the mule on the side of the head. The owner, horrified as well as surprised, exclaimed: "Hold on! I thought you trained mules with kindness!" Reply: "I do, but first you have to get his attention!"

My recitation of this little story is prompted by the boss' look and mine at the 16 November schedule of the Mid-career Course in which we find the Agency Records Management Officer sharing the evening's informal discussion with yourself, Dr. Tietjen, and Mr. Coffey. While I appreciate the difficulty and complications of filling time slots -- fitting all the pieces in -- it seems to me that the records business is slightly out of place with three otherwise personnel-oriented officers.



Robert S. Wattles

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27 October 1972

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Midcareer Course No. 33

REFERENCE : 16 October 1972 Memorandum from  
Class 33 DDS Midcareerists

The general comments expressed by the DDS Midcareerists reflect a consensus of the entire class, and to the staff they are, of course, welcome words of praise. We seek and expect criticism when we ask the students to critique the course. It is usually to the point and useful, but sometimes comparatively minor points hit are overplayed. So far as the staff can judge, the views of all or certainly most of the students are accurately represented by the phrases used in paragraph two of the referenced memo, such as "outstanding," "well managed," "extremely valuable," "clearly met ... objectives," "duration appropriate," "content and ... exposure ... most profitable," "to a man ... students appreciated opportunity," and "completely favor continuance." Phrases similar to these occur in the Overall Critiques of the other students for this running (see attachment), and reflect a class opinion that all the Directorates did a good job. Among the seven most highly praised speakers was at least one from each Directorate and the DCI component. For the most part the students are differentiating between A+, A, and A-, in grading the substance of the briefings.

With regard to specific comments, the staff notes that students in every class tend to be most harsh in their criticism of their own Directorate, perhaps because they know it best. Ranking Directorates tends to give a false picture, because one has to be last, when in fact all are good. A few years back the DDP rated lowest, but a concerted effort was made over a number of runnings to find the best formula -- the one they have now is very good, but it too will change as personnel change. The phrase in the memo about "chance scheduling" hurts a bit since we try to leave little to chance. Like the surfer's "perfect wave," we may never find the "perfect course" because no matter what is done, at least one out of 30 will feel it would be better another way. All of the suggestions in the memo have been tried before (and criticized by students) or have been considered and rejected for one reason or another.

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The suggestion we would find considerable difficulty with would be the invariable placement of the DDS's block, (or any other Directorate's for that matter) at a particular physical location or time. There are many other considerations which enter in, as the memo writers acknowledge in their final paragraph, and this suggestion would tie our hands unnecessarily. We need as much flexibility as we can preserve in order to balance availability of high-level speakers, scheduling of [ ] holidays, etc.

Phase II for Course Number 34 is already planned and the schedule published. For Course Number 35 beginning in late January, however, we will try one of two alternatives:

a. Have the DDS block as a single unit following the DDP and DDS&T blocks; or

b. Have the "personnel" portions (OP, OMS, OS, EEO) of the DDS block early in the schedule and the "supportive" portions (OL, OF, OC) following the DDP and DDS&T blocks. Choice between these two will depend on location and how the holiday falls in the schedule.

Because of the high interest of the Midcareerists in career management (primarily their own careers), this, of all DDS topics should be aired early on to get it out of their systems. In the past when Harry Fisher was scheduled toward the end, there were occasions when the students spent an inordinate amount of time on personnel matters with a hapless Office chief who felt his time could have been better spent on substantive issues.

We feel that to the extent that the "look" of the DDS needs improving, this could best be done by enhancing the briefings of individual Offices with more current materials, the use of better graphics, etc. rather than determining the "best" location and time. To this end, for instance, Mr. Yale is revising his talk and we believe Logistics is taking a hard look at their presentation. We frequently offer suggestions and are certainly willing to try whatever an Office would like within our overall limits.

[ ]

Midcareer Course Chairman

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### Midcareer Course 33 - Overall Critique Comments

1. Overall I thought the course was good. I enjoyed myself thoroughly and feel that having spent six weeks with the other 29 guys in the class was by far the overriding feature of the course.
2. I believe that the MCC as a whole is excellent, first rate, and a whole lot of other superlatives. The goals were very well met. Scheduling, both in terms of time and people, was a strong point throughout the course. If World Affairs are necessary for this course, then I believe the course should be lengthened.
3. For me--a memorable experience. I feel lucky to have attended. My compliments to the course managers. I am amazed at the high percentage of fine speakers.
4. Overall I felt the course was excellent. There were some speakers who were not so interesting as others... (but) I would still prefer to hear from the head man in an office rather than from a good speaker in a lesser position.
5. I don't believe the course's goal "to enable potential executive officers to develop and widen their understanding of management practices" was carried through to the degree it could have been.
6. As a whole the course was great. For the future I would hope that the pace might be slowed down a bit, eliminate the Sunday night sessions, etc.
7. Midcareer Course 33 has been very informative and generally the speakers were good.
8. The Midcareer Course was spectacular and I enjoyed all phases of it. The Course makes you appreciate CIA more and gives you a sense of belonging to an elite group.
9. This was the first course I have taken in the Agency. I was impressed and feel I benefited from being selected to go to the Course. I would recommend it for others and congratulate the instructors for doing a good job.
10. I thoroughly enjoyed all aspects of the course.

11. I am very happy to have had the opportunity to attend Midcareer Course 33. My overall feeling of the course is that the content offered in Phases II and III is excellent.

12. I had some criticisms concerning particular parts of the Course. When looking at the Course as a whole, however, the objectives were met. The outside speakers were excellent. I would have welcomed a second week of this activity.

13. As a whole the Course more than met the seven objectives.

14. As one who has spent approximately two years of his Agency career under the tutelage of OTR, I must admit that this was the most satisfactory training course I have ever taken. Phase III speakers gave me a feel for problems of national power, and I would like to see this phase of the course expanded because these are the areas where I believe Agency employees are most ignorant.

15. The course was a real eye-opener. Many things that we had heard of were shown to us for the first time. . . . I hope future courses will have the privilege of hearing leaders of this high caliber.

16. I felt it was a good course, both in a substantive and an administrative sense.

17. The Course was excellent, far and away the best training exercise I have experienced in my Agency career, college years, and military service.

18. The Midcareer Course has been one of my most valuable experiences since joining the Agency.

19. Except for the Sunday night class sessions, it is hard to find any faults in the Course.

20. The Course was organized and administered in an exemplary manner.

21. An excellent Course which offered me a much needed broad-brush approach to the Agency and the Intelligence Community. I believe a heavier emphasis on Phase III is warranted and would be well received by future classes.

22. Overall the Course was outstanding! As far as I am concerned all the objectives of the Course were met in a most interesting and enjoyable manner.

23. The Course met its objectives, and its faults were minor compared with its strengths.

24. I think the Course objectives were met in an admirable fashion and to a very high degree.

25. The Midcareer Course....accomplishes its goals in that it broadly expounds Agency missions, functions, and operations to each class member who, for the most part, has been compartmented.

26. The Course is an exceptional opportunity to meet and work with members of other Agency components.

27. I have no criticism of the overall content of the Course. By and large the topics were appropriate and the speakers well chosen.

28. I have enjoyed the Course immensely. After working in the Agency for 10 years one has the idea that he has a damn good overall picture of the Agency. This Course straightens you out.

29. This has been the most interesting Course I have ever taken. The only recommendation I have is that maybe it should be extended a week or two.

30. Overall a stimulating, instructive, and sometimes humorous course.

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**SECRET - EYES ONLY**

DDG 72-3949  
DD / S R E G I S T R Y  
FILE *Training*

16 October 1972

MEMORANDUM FOR: Deputy Director for Support

FROM:



25X

SUBJECT: Midcareer Course #33

In response to your questions regarding the Midcareer Course in general and the Support Directorate presentations in particular, we submit the following comments, observations and suggestions.

The Midcareer Course

The students representing the four Directorates consider the Course outstanding, well managed by the Office of Training, and an extremely valuable undertaking by Agency management. The Course clearly met the seven objectives (with the possible exception of #6) for all students. Its duration seemed appropriate, and the substantive content and personal exposure to the senior and working levels most profitable. The Course came through clearly as an indication and demonstration of the Agency's willingness to invest considerable time and money in order to broaden and motivate its employees. To a man, the thirty students appreciated the opportunity to attend and completely favor the continuance of the Midcareer Course.

The Support Directorate Presentations

The formal and informal critiques, as well as the open vote by the class, was somewhat disconcerting to those of us representing the Directorate when Support placed fourth. High marks were given to the Office of Personnel and Communications and the overall competence of Directorate management.



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Generally, this ranking was attributed to the genuine interest in people and change for the better shown by Messrs. Coffey and Fisher, and the appeal of the tours given by the Office of Communications.

Comments regarding the substantive presentations of other Offices included: "Headquarters oriented," "Offices seem independent and unilateral," "Archaic information," and "a first-time listener would not realize that this is the Support/Administrative structure of a foreign intelligence organization."

#### Observations and Comments

We feel that our Directorate was handicapped by chance scheduling and somewhat victimized by location. In the past (and most likely in the future) senior officials from any Directorate scheduled immediately following the Management Grid are going to be tested and challenged by the psychologically "charged-up" students.

From the standpoint of content, our Directorate may have future problems dispelling the "Headquarters oriented, independent and unilateral, etc." reaction if scheduled prior to DDP and DD/S&T. Being first affords us little opportunity to convey our resourcefulness and flexibility in requirement response, nor does this position allow us to tie in our contributions to successful intelligence programs or operations. We feel this disadvantage applies not only to the senior officials but to the Directorate students attempting to prepare their formal presentations.

Finally, in terms of location, we observed that many lasting impressions were derived from the evening sessions. The more relaxed the rapport -- the more favorable the response. The [ ] does not compare well with [ ] for an atmosphere conducive to "informal discussions."

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#### Suggestions

We offer the following for consideration:

- a. Schedule the Directorate presentations [ ] together, after the NPIC tour, and the presentations by DDP and DD/S&T.
- b. Format the presentations similar to the Trends and Highlights course. Include the short films available, current slides, equipment, and displays, emphasizing the "dog and pony" formula.

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- c. If possible, know the general subjects or specific topics to be presented by DDP and DD/S&T in order to dovetail and tailor our input thereby supplementing the Trends and Highlights content.

Note: Both DDP and DD/S&T had a large measure of success by having the Deputy Director or his senior representative give the Directorate overview first -- then they used the "team concept" comprised of other senior officers. The same appealing and successful format used by the Office of Logistics in Trends and Highlights.

- d. As mentioned during our meeting on 10 October, a case history approach of Support contribution, by Office, to a major event in DDP and DD/S&T history. Cuba, the Congo, Laos, U-2 program,  covert procurement and supply of money and equipment, ad infinitum, were topics we Directorate representatives were asked about by other students.

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We realize that our one-time exposure to the Midcareer Course is 1/33 of the knowledge and experience gained by the Office of Training and Directorate Management. We also recognize that over the years a great deal of planning, thought and effort has gone into the presentations given by each Office in the Directorate. Time, security considerations and other constraints unknown to us may preclude any major changes or implementation of our suggestions. Worse yet! If these comments, observations and suggestions attempting to assist were tried and discarded back in Midcareer Course #4.

Respectfully submitted,

SIGNED

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Attachment: A/S

WARNING NOTICE  
SENSITIVE INTELLIGENCE SOURCES  
AND METHODS INVOLVED

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## MIDCAREER COURSE OBJECTIVES



1. To inculcate pride in the professionalism of the Agency and its work.
2. To widen perspectives beyond one's own job and experience.
3. To create team spirit through greater knowledge of the missions, functions, personnel and problems in other offices.
4. To provide greater knowledge of other Community agencies.
5. To provide greater knowledge of international affairs and domestic matters as they pertain to foreign relations.
6. To provide new insights into managerial styles and problems.
7. To remotivate mid-grade officers for taking on new responsibilities.

BLUE TEAM

<u>BARRIERS</u>	<u>CAUSES</u>	<u>ACTION STEPS</u>
Lack of Communications between Managers and Subordinates	Over-emphasis on "need to know" principle/size of organization.	Existing meetings between chiefs and subordinates be made more realistic.
	Reluctance of managers to discuss problems with subordinates.	Create meetings where they are now non-existent.
Personnel (Difficulties)	Removal of or proper productive utilization of personnel classified as "deadwood".	Realistic identification of these persons and subsequent utilization.
	Incentives to retirement (creation of)	Educational grants in lieu of non utilization or senseless training courses for last few years of employment.
	Unclear promotion policies	Education of employees as to panel considerations and policy.

Midcareer Grid  
27 August-1 September 1972  
Enrollment 32

GREEN TEAM

<u>BARRIERS</u>	<u>CAUSES</u>	<u>ACTION STEPS</u>
Definition of Goals	Inadequate Com- munications	Better Communications
Poor Interdepartmental Relations	Parochialism	Open Minds
Lack of Feedback	Poor Management	Promote Mid-Careerists
Pseudo-Planning	Bureaucratic Games- manship	Intellectual Honesty
Low Motivation	Lack of Challenge	Responsibility and Authority

Midcareer Grid  
27 August-1 September 1972  
Enrollment 32

ORANGE TEAM

<u>BARRIERS</u>	<u>CAUSES</u>	<u>ACTION STEPS</u>
Staff become Line	Ineffective Line Management	Decentralize Authority Line Functions
Lack of Career Planning and Programming	Improper Use of Personnel  Short Term Convenience at Expense of Long  Absense of Assignment Pattern	Establish or Extend Career Management
Decentralization of Responsibility without Commensurate Authority	Layering  Overstaffing in Higher Grade Structure	Trim the Fat
Proliferation of Paper	Organization Culture  Justification  Traditional Reports	New Classification Procedures  Review Reporting Requirements
Lack of Cross Fertilization	Compartmentation  Autonomy of Components  Win/Lose Competiveness of Components	Rotation of Personnel  Standardize Promotion and Career Development  Increased Exposure through Training Programs.

Midcareer Grid  
27 August-1 September 1972  
Enrollment 32

RED TEAM

<u>BARRIERS</u>	<u>CAUSES</u>	<u>ACTION STEPS</u>
Communications	Diverse purposes, i. e., clandestine collection, production of intelligence, coordination of intelligence community, covert action, etc.	Divest ourselves of functions best performed by other agencies (e. g., computer research, CA to U. S. I. A. )
	Physical separation of facilities, i. e., Langley, Rosslyn, TSD, NPIC, etc.	Better functional and physical coordination of facilities (computers, TSD).
	Ignorance of other components' activities.	Rotational assignments; better recurring orientation; functional directory.
	"Need to know" principle (good and bad)	Eliminate misuse of "need to know" (forbid use as cover up and subject to continuing review).
Poor Management	Poor use of staffs, i. e., use as sinecure, excessive number, excessive sizes, use as step to retirement.	Eliminate certain staffs (e. g., CI Staff).
	Poor selection of managers - Peter Principle	Don't select managers just as a function of promotion.
	Inadequate management training	
	Clubiness of super-grade, "musical chairs", "old boy school"	



RED TEAM  
(continued)

<u>BARRIERS</u>	<u>CAUSES</u>	<u>ACTION STEPS</u>
Poor Personnel Practices	Useless Fitness Report System, i.e., meaningless letter grades, misunderstanding of use and purpose, secret reviewing of officer comment.	Drastically revise fitness report system (eliminate grades and secret review paragraph).
	Slotting system - encourages attrition at lower grades, discourages hiring more appropriate mixes of people for given components.	More flexible slotting system.
	Training - poor selection for training, not geared to career development.	Don't confuse training and orientation.
	No career development - inflexible slotting system, existence of deadwood stifles initiative.	
Misapplied Cost Consciousness	Penny-wise and dollar foolish.	
	Excessive accounting for funds, i.e., travel expenses.	
	Questionable balancing of priorities, i.e., millions for collection but pennies for exploitation, inertial funding.	

Midcareer Grid

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